

Nickels, History, and Peace

Grade Two



OBJECTIVES

Students will explore the design changes between the pre-2004 Monticello nickel and the new Peace Medal nickel. They will read about the historical events related to this new design, explore the symbols of friendship in this design, and explain the symbols' relevance to Lewis and Clark's expedition.



CLASS TIME

Two to three 30- to 45-minute sessions



NATIONAL STANDARDS

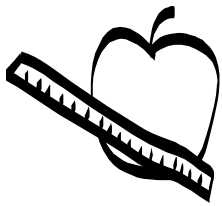
This lesson reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: People, Places, and Environment
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



MATERIALS

- 1 overhead projector
- 1 overhead transparency of the pre-2004 Monticello nickel obverse from the Resource Guide
- 1 overhead transparency of the pre-2004 Monticello nickel reverse from the Resource Guide
- Peace Medal nickels (1 per student)
- Chart paper
- Markers



Nickels, History, and Peace

- Copies of an age-appropriate text that provides basic historical information about the Lewis and Clark expedition, such as:
 - *A Picture Book of Lewis and Clark* by David Adler
 - *How We Crossed the West, The Adventures of Lewis and Clark* by Rosalyn Schanzer
 - *Lewis and Clark, Explorers of the American West* by Steven Kroll
 - *Going Along with Lewis and Clark* by Barbara Fifer
- 1 overhead transparency of the “Louisiana Territory” map from the Resource Guide
- 1 overhead transparency of the Jefferson Peace Medal reverse from the Resource Guide
- Writing paper
- Writing journals



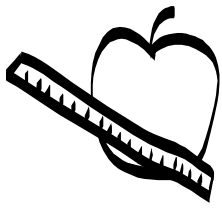
PREPARATIONS

- Make an overhead transparency of the pre-2004 Monticello nickel obverse from the Resource Guide.
- Make an overhead transparency of the pre-2004 Monticello nickel reverse from the Resource Guide.
- Gather Peace Medal nickels (1 per student).
- Create a “before and after reading chart”: Divide a piece of chart paper into two columns. Write “Before Reading” over the left column and “After Reading” over the right column.
- Locate an appropriate text that provides basic historical information about the Lewis and Clark expedition (See examples under “Materials”).
- Make an overhead transparency of the “Louisiana Territory” map from the Resource Guide.
- Make an overhead transparency of the Jefferson Peace Medal reverse from the Resource Guide.



GROUPINGS

- Whole group
- Pairs



Nickels, History, and Peace



TERMS AND CONCEPTS

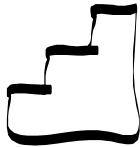
- Obverse (heads)
- Reverse (tails)
- President Thomas Jefferson
- Lewis and Clark
- Louisiana Territory
- Explorers
- Expedition
- American Indians
- The Jefferson Peace Medal
- The Peace Medal nickel
- Friendship



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

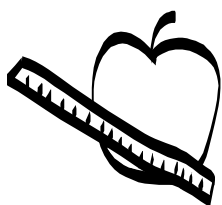
- Circulating coin designs
- Symbols of friendship
- Script writing



STEPS

Session 1

1. Display the transparency of the pre-2004 Monticello nickel obverse. Ask students to examine it and tell you what they know about this picture. Students should be able to identify this as the obverse (front) of a nickel and that it depicts President Thomas Jefferson.
2. Ask the students if they know what is on the reverse (back) of the nickel. After hearing responses, display the transparency of the pre-2004 Monticello nickel reverse. If students do not know, explain that the building was President Jefferson's home, called "Monticello."
3. Explain that our country changed its nickels in 2004 to tell the story of two men who led an expedition that explored our land 200 years ago.
4. Distribute a Peace Medal nickel to each student and allow them time to thoroughly examine each side.
5. Ask students to describe the image on the coin's obverse. Students should realize that this is the same image as on the pre-2004 Monticello nickel obverse.
6. Ask students to turn the nickel over and describe the images on the reverse.
7. Ask students to make predictions about the coin's design. Who are the individuals shaking hands and why might they be shaking hands? Record the students' responses in the left column of the "before and after reading chart" for all to see.
8. Explain that they will be reading a story as a class about the journey to which these new nickels refer. Introduce the students to the selected text. As a group, preview the text and illustrations to generate predictions about what is occurring at different points



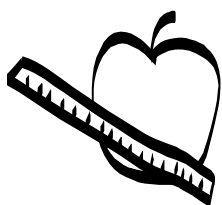
Nickels, History, and Peace

in the book. Tell the students that they are to listen as you read for clues about why these men went on this journey and who they met along the way.

9. Read this story aloud to the group. During the reading, attend to any unfamiliar vocabulary and difficult concepts.
10. Ask the students to explain who Lewis and Clark were. If these new coins are honoring the journey of Lewis and Clark, why is President Jefferson still on the coin's obverse? Why were the explorers traveling across the country? Use the overhead transparency of the "Louisiana Territory" map to show the area that Lewis and Clark were sent to explore.
11. Ask students to consider the story that they just heard and the people that Lewis and Clark met during their travels. Again ask students to respond to the questions, "Who are the individuals shaking hands and why might they be shaking hands?" Record the students' responses in the right-hand column of the "before and after reading chart" for all to see. If not among the responses on the list, guide students to consider that the hands may belong to a soldier and an American Indian.
12. Collect the Peace Medal nickels from the students.

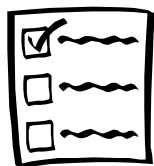
Sessions 2 and 3

1. Displaying the overhead transparency of the Peace Medal nickel reverse, revisit the coin's design and ask the students to recall some basic information about the story that they read during the previous session.
2. Look at the chart from the previous day and explain that the coin shows an American soldier shaking hands with an American Indian. Explain that the image was based on a medal that Lewis and Clark gave to American Indian chiefs who they met during the trip.
3. Briefly discuss with the students the meaning of the symbols on the nickel. The symbols include two hands clasped in a handshake and a tomahawk crossing a tobacco pipe. Ask students to guess why the gift medals carried these symbols. Are they friendly symbols or symbols of war?
4. Explain that Lewis and Clark brought gifts besides these medals, such as blue beads, iron tools, flags, and uniforms, all of which were valuable to the American Indians.
5. Ask the students why they think it was important for Lewis and Clark to have good relationships with the American Indians they met.
6. Ask the students what they do when they meet someone for the first time to let the other person know that they are friendly. Would their actions be any different if they didn't speak the same language? What would they want to consider before approaching the other person if they wanted to seem friendly?



Nickels, History, and Peace

7. Assign each student a partner and explain that they will write a short skit together about two people making friends when they don't understand each other's words. What would they do? Record students' ideas on chart paper for all to see.
8. Distribute a piece of writing paper to each pair.
9. Direct the students to use the list that they just created to write their skit. Allow them ten minutes to discuss and write their ideas.
10. Have the students present their skits.
11. Discuss any commonalities between the skits. Were there similar ways in which people expressed friendship? Did they notice any handshakes in any of the plays?
12. To conclude this activity, direct the students to write in their journals a response to the question "Why do you think this nickel design was selected as the first in the Westward Journey Nickel Series™?"



ASSESSMENT

- Take anecdotal notes about the students' participation during the class discussions and the development and presentation of their group's skit.
- Check for the students' comprehension through the responses given in their journal entries.



ENRICHMENT/EXTENSION

Allow the students to take a new nickel with the stipulation that they give it to someone with whom they'd like to be better friends. Direct those students to write a follow-up paragraph about who they gave their nickel to and why they chose that person.



DIFFERENTIATED LEARNING OPTIONS

- Provide individual maps of the Lewis and Clark expedition's route so each child will be able to see it.
- Locate and label pictures of the people in the lesson.
- Students could do independent research about Sacagawea, the Shoshoni Indian woman who acted as a translator for the Lewis and Clark expedition. They could also present their information to the class.